

DOCUMENT RESUME

ED 362 414

SE 053 820

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 TITLE Logo and Mathematics Education LME5. Proceedings of the Annual Conference (5th, Lake Tinaroo, Queensland, Australia, April 1-5, 1991).
 INSTITUTION Australian Council for Educational Research, Hawthorn.
 REPORT NO ISBN-0-86431-132X
 PUB DATE 92
 NOTE 182p.
 AVAILABLE FROM Australian Council for Educational Research Ltd., Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia (\$34.95).
 PUB TYPE Collected Works - Conference Proceedings (021) -- Computer Programs (101)
 EDRS PRICE Document Not Available from EDRS.
 DESCRIPTORS *Computer Assisted Instruction; Computer Uses in Education; Conference Proceedings; *Cooperative Learning; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Matrices; Secondary School Mathematics; Student Behavior
 IDENTIFIERS Iterative Methods; *LOGO Programing Language; Mathematics Education Research; *Microworlds; Recursive Programming

ABSTRACT

Logo programming language was conceived 25 years ago, but in the 10 years since it has made its way out of the laboratory, research has not clarified the role of Logo in education. A conference on Logo and mathematics focused on mathematical and educational issues, rather than on technical issues related to changes in hardware and Logo software. The 12 chapters in these proceedings are presented in 4 sections: Building Microworlds; Social and Cultural Dimensions; Thinking Recursively, and Challenging the Curriculum. The chapters are: (1) "LEGO and Logo: Time and space" (J. Cesar); (2) "A study of how to integrate technology and curriculum" (A. J. Dawson and D. Bell); (3) "Reaching for the stars" (D. Williams); (4) The design of Logo microworlds" (D. Pratt); (5) "Playing with LEGO/Logo: School definitions of work and play and their influence on learning behaviour" (K. Crawford); (6) "Logo as a framework for collaborative learning" (B. W. McMillan); (7) "Mindstorms plus one--and counting" (R. Noss); (8) "What makes recursion hard" (E. P. Goldenberg); (9) "Structure and process microviews: Partial understandings of recursion in Logo programming" (A. McDougall); (10) "Matrices without recursion" (B. Harvey); (11) "Integrating Logo into the secondary mathematics curriculum" (B. Horton); and (12) "Teachers: Jewels in the crown of learning with Logo" (T. Jones). Notes from the discussion groups are included. (MDH)